

ST CLARE'S, OXFORD
ANNUAL REPORT
FOR 2020/21



CHAIRMAN'S FOREWORD

I am pleased to present the annual report and accounts for St Clare's, Oxford for the year ending 31 August 2021.

2020-21 was another challenging year for the college. The Covid-19 crisis continued to have an impact on our finances, with lower than anticipated income from the International College and only very low income from Summer Courses. We have had excellent support from all our stakeholders, however, and we also took advantage of the government furlough scheme temporarily to defray some of our staff costs by £458K. Income for the year was £11,482K, which included generous parental donations of £23K and the deficit was £42K. The total number of student weeks for the whole college in 2020-21 was 11,032 (11,856 in 2019-20).

The college has had another very successful year across the many fronts described in this report. As always, all surpluses are used for various forms of investment in the education of our present and future students and for the benefit of the public in accordance with our charitable objectives: to advance international education and understanding, and to run a successful educational establishment.

St Clare's achieves what it does only through the first-rate work of its staff under the overall leadership of the Principal. I take this opportunity of thanking them for all that they do to sustain and enhance the quality and standing of St Clare's, and to further our mission in the field of international education. The complications of quarantine, self-isolation, Covid-19 testing and changing, government-imposed travel restrictions were managed with great skill and are testament to the expertise, commitment, dynamism and flexibility of our staff, and communications with all stakeholders have been outstanding. I also thank my fellow Governors for their stewardship, their wise counsel and unswerving commitment to the benefit of the college during this difficult period.

I would like to extend particular thanks to Richard Dick who stood down as Chairman of Governors on 31 August 2021 after ten years in post, and to John Church who relinquished the Chairmanship of the Finance, Personnel & General Purposes Committee in April 2021, also after more than a decade's service, and to Ann Lewis, the inaugural Chair of the Education Committee, who stood down from this role in June 2021. They have led the governing body and its sub-committees with common sense, wisdom, and great skill. We are delighted that all three have stayed on as governors. The new Chairs of the sub-committees are Bart Ashton (Finance, Personnel & General Purposes) and Lucia Nixon (Education).

We remain committed to academic excellence and young people's personal development in an international context. The outstanding quality of the education we offer to young people and the highly professional way in which the college is run mean that St Clare's is well placed to recover from the financial shock brought on by Covid-19 and continue to flourish in an ever-changing and challenging environment.



Jens Tholstrup
Chairman



PRINCIPAL'S INTRODUCTION

There has never been a more important time for the optimistic mission of St Clare's, Oxford to be promulgated. The vision of Anne Dreydel and Pamela Morris remains as true in 2021 as it was in 1953 when the college was founded: young people from different countries living and learning together, challenging preconceptions and stereotypes and thereby achieving a greater understanding of each other's cultures. In a world in which xenophobia is on the increase the values of St Clare's are its antithesis: an open-minded welcome towards people from other countries and a willingness to adjust one's views in the light of such encounters.

As for all other independent schools, 2020-21 presented the college with a unique set of challenges. At both the IB World School and the International College online teaching and learning was implemented during the January-April period, but Autumn and Summer Terms took place with predominantly face-to-face interaction with hybrid teaching used when needed. All relevant government social distancing and other regulations were followed. A great deal of work was devoted to communicating with all students, parents and agents using a multi-channel approach to provide academic and pastoral support as well as information about college policies and procedures and reassurance as government regulations changed. Feedback about the quality of our service and communications was overwhelmingly positive.

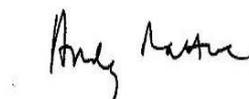
In spite of the unusual circumstances, 2020-21 has seen continued success in all areas of college activity. The IB World School had an enrolment of 255 students and boasts one of the largest cohorts of IB Diploma students in the UK. IB Diploma results in 2021 were again very strong, especially considering that St Clare's is unselective in its intake.

St Clare's is the only school in the UK which is an authorized IB training provider. Our IB Institute trained 198 teachers from all over the world in 27 workshops in various aspects of the IB Diploma during 2020-21, participants coming from 26 different countries. We were authorized by the IBO to deliver online teacher training from August 2020. We also successfully ran short online IB preparatory courses for teenagers in the summer period.

Alongside all other providers, our International College is adjusting to the changing market for English language teaching and strong competition in the provision of University Foundation courses from UK universities and commercial providers.

Owing to the Covid-19 situation there were no live summer courses in 2021. However, we planned, marketed and delivered a very successful, small-scale suite of online summer courses.

I hope that this report will enable those interested in St Clare's to gain an insight into our educational and other charitable activities as well as the sound business practices which support them.



Andrew Rattue
Principal



STRATEGIC REPORT

ACHIEVEMENTS AND PERFORMANCE

The Banbury Road Campus is the principal base for courses for pre-university students aged 15-19. The Bardwell Road Centre is the main academic centre for courses for students aged over 18. Aggregated bookings on all courses run during the year were as follows:

2021 Total Student Weeks	2020 Total Student Weeks
11,032	11,856

The College was founded in 1953 by Anne Dreydel and Pamela Morris who wished, amongst other things, to promote interaction between students from England and Europe after the Second World War. The College continues to support and give meaning to their ambitions by maintaining its mission of promoting international education and understanding. Last year 48 nationalities were represented at St Clare's and more than 20 different languages were taught.

The College operates a number of business streams on two sites. The Pre-IB and International Baccalaureate Diploma are taught at the IB World School on the Banbury Road site. Separately, courses for students aged 17+ are taught at the International College situated at Bardwell Road.



ACADEMIC PERFORMANCE

At the IB World School, students prepare for the International Baccalaureate Diploma which is taken in May of each year. As in 2020, there were no final examinations in 2021. Instead, calculated grades were awarded by the IBO on the basis of externally-marked coursework, teacher predictions and the achievement of schools in previous years. Results for our IB2 cohort of 89 students in May 2021 were excellent:

- An **overall average points score of 39** compared to a **world average of 33 points**. The maximum possible score at IB Diploma is 45 points. 36 points is the equivalent of AAA at A Level.
- The pass rate was 100%.
- Six students were awarded 45 points, the maximum possible score achieved by only 0.2% of candidates around the world. 26 St Clare's students have achieved the elusive 45 points in the last decade.
- 47% of students scored 40 points or higher, widely regarded as the elite level internationally achieved by only 5% of candidates.
- The following eight students illustrate both the range of nationalities of our student body, and the diversity of university pathways they go on to follow. Denis (Switzerland/Russia) scored 45 points and will be reading Land Economy at Cambridge. Kiara (Albania) scored 43 points and will take up her place at Imperial College to study Design Engineering. Oluwadamilola (Nigeria) scored 42 points and is heading for the US and a place at UCLA, where she intends to specialise in Sociology. Sachi (India) scored 42 points and is also going to the United States to study at Tufts University, Massachusetts. Romane (France) scored 43 points and will read International Economics & Management at Bocconi University in Milan. Adrian (Netherlands) scored 44 points and will take his place at LSE to study Politics & Economics. Nicole (Poland/United Kingdom) scored 44 points and earned the most prestigious Trustee Scholarship at Boston University where she will undertake their Innovation and Entrepreneurship major. Finally, Anna (Canada/Italy) who is one of our local day students scored 44 points and will read Geography at Durham University.



At the International College (Bardwell Road) students studied a variety of courses, including English Language courses, the University Foundation Programme (UFP), and English plus Academic Subjects (EAS). The College also runs semester programmes for undergraduate students mainly from the US. The University of Record for this

course is the University of San Diego. Results have been very good at the International College although performance tables are not available to allow direct comparisons with other institutions.

The university destinations of our leavers demonstrate the high quality of the teaching and careers advice which they receive. UFP and EAS graduates gained offers from the universities of Bath, Exeter, Glasgow, Leeds, Lancaster, Manchester and Loughborough among others in the UK, and Maastricht, ESADE in Spain, WHU Business School in Germany and Ecole Hôtelière de Lausanne elsewhere in Europe.

The report by our UFP external examiner from the University of Warwick for the 2021 examinations was also highly complimentary: *I am impressed with the student-focused, holistic nature of the course; this has been a highlight every year; tutors really know their students and I get the feeling the students come to identify strongly with St Clare's. The Corona Virus pandemic continues to challenge the way we teach and learn. Last year I was very impressed with the agile manner in which systems and policies adapted to online. I am pleased that the excellent standard of online teaching was built upon for this year with a blended approach including some fully online classes, some face-to-face and some impressive hybrid delivery.... The standard of student performance and academic performance is comparable to similar programmes which I am familiar with at The Open University and The University of Warwick. International travel remained problematic this year and quarantine rules further complicated matters. Students were taught in a blended fashion and some shifts in delivery were needed as health policies shifted. It is testament to the high quality of blended teaching and the student focused nature of the programme that the standard of student performance was high. Student performance has again remained high which is very impressive given the circumstances.* (Dr Steve Gascoigne)

The College normally runs a nine-week summer programme of English Language Courses and courses related to the IB Diploma at the main site at Banbury Road, at the International College at Bardwell Road and also at Rye St Antony School which is hired every year to accommodate summer school students aged 10 to 15. Owing to the shutdown of schools and travel, live courses were cancelled. Instead, a programme of high-quality online courses was devised and delivered successfully to a small number of teenagers and young adults.

PASTORAL CARE

The academic year 2020-21 was dominated by Covid-19 and pastoral care had to be adapted to meet the needs of our students during this time.

Robust Covid-19 measures that we had in place to minimise the risk of infection resulted in zero Covid-19 positive students in the autumn term 2020 and summer term 2021. Two students tested positive during the lockdown in spring 2021. Both were cared for by our staff on the college premises.

The Pastoral team consists of: Vice Principal Pastoral, Assistant Principal Pastoral, Nurse, Health Care Practitioner, Counsellor, Personal tutors and boarding staff.

Personal Tutors (PTs) continued to monitor academic progress and personal development of their tutees and they also provided support and care during online learning. Under the new leadership of a newly appointed APP, PTs underwent a comprehensive development programme to enhance their skills. They had several sessions on sharing good practice in how to support their tutees during online learning and the pandemic in general.

Boarding Staff came under significant pressure during the quarantine periods as they had to manage 3 meal deliveries for students, garden time of each student, individual students' requests, PCR and lateral flow testing in their houses in addition to their normal duties.

The outcome of the boarding restructure that took place in the autumn term 2019 and finished in February 2020 was our successful ability to deal with Covid-19 measures and extra pressures that boarding had to endure. Our new boarding model was tested during the pandemic and proved to be effective. Boarding houses were open for the whole academic year, including October and February half-term holidays and the Easter holiday in order to accommodate those students who were unable to return to their home countries during the lockdown or



holidays. Some students made an active choice to stay in our boarding houses during the lockdown in spring 2021.

Global Causes

We continued to be fully committed and engaged with important causes like Black Lives Matter, Social Justice, Diversity and Inclusion and Everyone's Invited.

Diversity and Inclusion. As a result of the Social Justice working party established in the autumn of 2020 as a response to Black Lives Matter movement, we have initiated the following:

- Staff and student training on Cultural Sensitivities.
- During Black History Month in October 2021, students discussed racism, stereotypes, slavery, heritage and cultural sensitivities as a part of their session with their personal tutors.
- We have made contacts with a local Hindu community, African Families in the UK (AFiUK) group and Jewish community to promote our scholarships for the academic year 2022-23. The Co-founder of AFiUK and our VPP set up a tutoring session for secondary students from the African Families in the UK every Thursday. A group of 15 students come to our library where they are tutored by our students in maths, English and science.
- Our Orientation Programme in September 2021 included training on Cultural Sensitivities. New students commented that they had been in international schools before but nobody had talked to them about cultural sensitivities and invited them to share their views and experiences.
- We have also diversified our boarding team: we now have members of staff from Gambia, Hong Kong, Germany, South Africa, Lithuania, UK and one of Canadian-Indian heritage.
- Our teaching staff continues to be very diverse.
- Due to our online scholarship process, we have attracted applicants from a much wider international community which resulted in having students from countries such as Sudan, India, Indonesia, South Africa and Slovakia.

Everyone's Invited website

This website, which began in June 2020 and received a great deal of national attention from March 2021, contains thousands of statements by victims of sexual violence and sexual harassment amongst secondary school children across the UK. The government responded by commissioning Ofsted to do a rapid review. As a result, Keeping Children in Education 2021 (KCSIE) was updated increasing the responsibilities that schools have to eliminate rape culture in schools.

Our response is:

- While St Clare's was not named on the Everyone's Invited website, we had an extensive discussion with our students in May 2021 on consent and discussed testimonies from the Everyone's Invited website.
- The Designated Safeguarding Lead (DSL) carried out an audit of St Clare's dealing with any reports of sexual violence and sexual harassment and reviewed relevant files. An annual Relationship and Sex Education Day has been launched for IB1 students. Sessions include sexual relationships, consent, gender identity, sexual orientation, sexual health, sexual violence and harassment, respectful and toxic relationships.
- IB2 students receive training on online safety and consent (a follow-up session on 2019-20) annually.
- PIB and IB students are briefed on reporting sexual violence and harassment.
- IC students receive training on the avoidance of sexual violence, sexual harassment and drugs misuse.

CO-CURRICULAR ACTIVITIES: CREATIVITY, ACTIVITY AND SERVICE 2020-21

Creativity, Activity and Service (CAS) is an integral part of the International Baccalaureate Diploma and provides an excellent structure for the co-curricular and community service aspects of the education provided by St Clare's, as well as our pastoral mission to help develop the whole person.

CAS has six main characteristics for personal development:

1. Enjoy and find significance in a range of CAS experiences

The students are required to commit to one creativity, one activity, and one service experience each term from a programme which offers over 50 different choices each week. The Activities Department plans, coordinates and publishes the term's programmes which draw on the experience of the teaching and non-teaching staff for leadership. Creativity experiences include the coding club, studio art, economics club and the psychology club. Activity experiences (which incorporate team sports and individual sports) include students working on their gym programmes at the Oxfordshire Health and Racquets club, the football club at Oxford City FC, and the tennis club. Service experiences (which includes advocacy, research or direct work) include the animal rights action group, the 'terracycle' group, and the work of elected student representatives. Students can choose to continue with the same set of experiences throughout the two years of their diploma. However, we encourage them to try a variety.

2. Purposefully reflect upon their experiences

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement. The Portfolio is meant to be a collection of evidence that showcases the overall experience and is a source of pride for the student. Through regular CAS sessions the CAS Co-ordinator coaches the students on how to produce meaningful reflection, which are either spoken or written. We also encourage students to explore visual (photography, painting), kinaesthetic, (dance, theatre), and auditory (lyrical) means of reflection.

3. Identify goals, develop strategies and determine further actions for personal growth

Guidelines focus the students on identifying goals in each of their chosen experiences, developing strategies on how to progress and through the process of regular reflection, determine further actions for personal growth. Through regular CAS sessions, the CAS Coordinator assists the students through these steps.

4. Explore new possibilities, embrace new challenges and adapt to new roles

We are continuing to support students who establish and offer student-led experiences in the programme. The medical society, table tennis, and our debating society are examples of CAS experiences led by students.

5. Actively participate in planned, sustained, and collaborative CAS projects

Every Diploma student must participate in a sustained collaboration to discover the benefits of teamwork and of achievements realised through an exchange of ideas and abilities. The CAS project challenges students to show initiative, demonstrate perseverance, and develop skills including cooperation, problem-solving, and decision-making.

6. Understand they are members of local and global communities with responsibilities towards each other and the environment.

The Peer support group comprises second year Diploma students who arrange drop-in sessions for fellow students to discuss all aspects of boarding life at St. Clare's, exam preparation and technique, friendship, and relationship advice amongst many other topics. The Pets and Plants group helps to develop the skills associated with the care of reptiles and plants in the Science department. The Share and Care group is taking direct action to support the homeless community and to set up links and support networks to encourage others to assist as well.

Creativity, Activity, Service (CAS) highlights during 2020/21 include:

CREATIVITY

The 'studio art' group, a creativity option, chose the concept of 'Kintsugi', the Japanese tradition of mending broken ceramics and then highlighting the joins in gold, making a feature of the breaks rather than hiding them. The students have learnt to appreciate and conserve what we have and celebrate the re-using of objects rather than disposing of them.



ACTIVITY

The Duke of Edinburgh's Award continues to grow at St Clare's. We now have our Pre-IB students enrolled in the Bronze Award. We continue to offer the Gold Award.

SERVICE

The 'terracycle' group continued with awareness presentation to all three-year groups on their recycling initiative and links to climate change.



BUILDINGS AND PREMISES

St Clare's occupies 24 buildings in North Oxford, 23 of which are owned freehold by the college and one is leasehold. Another leasehold building (18 Bardwell Road) was given back to its owners, St John's College, on the expiry of its lease in June 2021. Many of these buildings are in the North Oxford Conservation Area and one of them is grade II listed. We maintain all our properties to a high standard and adapt and upgrade them as needs arise. During 2020-21, the budget for repairs, refurbishment and maintenance was £779K. A major £2.3M project to improve the dining experience, to expand student social space and to modernize the kitchen area at 135 Banbury Road was completed in March 2021. The completion of this project has improved the working conditions for kitchen staff, among other benefits. A smaller project to convert rooms in 3 Bardwell Road for academic use was completed in June 2021.

PUBLIC BENEFIT

The primary purpose of St Clare's, Oxford is the advancement of education and the fostering of international education and understanding. Inextricably linked with this purpose is the aim of contributing to the public good. St Clare's aims to contribute considerable public benefit to the local, national and international community. Students are encouraged and expected to develop an understanding of, and a commitment to, public benefit values as an integral part of their education. Students absorb these values both consciously and unconsciously and the college tries to deliver an appropriate programme in both a structured and unstructured way, and to lead by example. Perhaps the greatest public benefit that St Clare's can offer is the provision of an education that maximises the likelihood of its students developing into principled, informed, open minded and confident citizens who respect the beliefs of others and who are determined to make a positive contribution to society.

Alongside our primary role of educating young people who attend the college, St Clare's also contributes to the public good, directly and indirectly, in the following ways:

Direct Benefits:

Means-tested bursaries and scholarships. In 2020-21 there were 36 students at St Clare's in receipt of means-tested scholarship and bursary support. The total amount of means-tested fee discount in 2020-21 was £770K (£713K in 2019-20). Both IB World School and International College students benefit. The Marie-Noelle Kelly Bursary (named in honour of one of our original Governors) at the International College, for instance, is aimed specifically at adult asylum seekers. These have helped young people have access to the College who would otherwise not be able to do so.

Partnerships and teacher training. St Clare's has informal partnership agreements with a number of local primary and secondary schools which host adult teacher trainees from other countries who undertake work experience: The Cherwell School, Pegasus Primary School, West Kidlington Primary School, St Nicholas' Primary School, SS Philip and James Primary School. Two formal partnerships have been registered with the ISSP (Independent/State Schools Partnership). The first is between St Clare's and XP School, a state-funded Free School in Doncaster. The second partnership is with The Europa School, a state-funded Free School in Culham, Oxfordshire. St Clare's is supporting the Europa School as it prepares to deliver the IB Diploma curriculum from September 2020. Less formally, St Clare's has also supported two other state schools which either deliver IB Diploma or which are preparing to do so: Westminster Academy in west London, and Ysgol Bro Pedr in Lampeter, Wales. St Clare's has been supporting the Swan School (part of the River Learning Trust), a new state secondary school in Marston, in a variety of ways.

Facilities and lettings. St Clare's allowed several local organisations to use its facilities either free-of-charge or at cost price: Japanese, Finnish and Bulgarian Schools each weekend, and Oxford Bardwell Speakers Club (affiliated to Toastmasters International) each month. Cherwell School pupils benefited from Chess coaching free of charge from the St Clare's Chess coach, who is a FIDE Master.

Governance of state schools and other educational organisations. The Principal is Chair of Governors of the Oxfordshire Hospital School, a Trustee of the Alliance Française, Oxford and Vice-Chair of the Boarding Schools Association (BSA). The Assistant Principal Pastoral is a Governor of St Swithun's Primary School in Kennington. The Vice Principal Pastoral is a Governor of the John Watson School and Chair of the Pay and Resources Committees. The Bursar is a Trustee of Vale House, a specialist care home for people with dementia in Sandford-on-Thames near Oxford.

Providing work experience. Covid-19 and the lockdown denied St Clare's the opportunity to provide work experience for young people from local state schools in a variety of work areas (in 2018/19 two young people benefited).

Community and charity. Always coming up with creative ways to fundraise in college, the 'share and care' group raised over £750 through pumpkin carving competitions, raffles, and a Share-a-Santa gift-giving fundraiser. Over Christmas – one of the hardest times of year for many sleeping rough – the money they raised went to building winter crisis boxes for the charity, Crisis UK. Due to their tireless action, the team were shortlisted as finalists for ISA's 'Outstanding Local Community Involvement' award and even appeared in an article published by The Oxford Mail. We are very proud of everything the team has achieved.

The Red Cross group inspired by the issue of food poverty within the UK organised a food drive to help support the local food banks. The group managed to raise £456.00 for UNHCR, the UN Refugee Agency, by selling branded face masks. The donation means that the charity can continue to provide healthcare, education, shelter, and safety all around the world. For refugees, the donation means so much more – it means the chance to rebuild lives and escape the trauma of conflict and violence.



A group of students researched the work of the African Children's Fund and established a CAS project where they asked fellow students to donate items as they leave for the summer break. Donation boxes were placed in the residential houses and many delivery trips were made to their base in Witney, Oxfordshire.

We are very proud of our local environmental action group which continued to combine physical exercise with volunteering at the Trap Grounds nature reserve in Oxford. The students involved have learnt how a reclaimed rubbish dump has been transformed with human intervention and how activism can have success as it won the right to be common land and not used for housing.

Another exciting CAS initiative was our contribution to the Oxfordshire Hospital School, (OHS), which celebrated its 100th anniversary. The remit was to create motivational messages for children in hospital in as many languages possible. The OHS target was 100 languages to match their 100 years of history. Over the Spring 2021 lockdown our students collated a video where everyone sent best wishes to the students at the OHS in their native language.

Custodianship of local heritage and buildings of historic interest

St Clare's St Clare's plays an important role in maintaining and promoting the heritage of the City of Oxford. We own and therefore have the responsibility for maintaining 24 Victorian/Edwardian buildings, many of which are in the North Oxford conservation area. Over the past ten years, through a process of sympathetic redevelopments and renovations, at a cost of over £13M (largely to local businesses), the college has made considerable improvements to the built environment of the North Oxford conservation area. This has been recognised not only by favourable comment from local residents but also formally by the award of two Oxford Preservation Trust (OPT) certificates and a letter of commendation. St Clare's was a participant in the OPT Open Doors event for 2020 and 2021.



Indirect Benefits:

Savings to the local authority education budget. St Clare's contributed £1.7 million to the public purse by way of income tax and NIC on payroll, as well as irrecoverable VAT on purchases during 2020-21 of £594K. With 47 UK students who would be entitled to a free place at a maintained school, the parents saved the public purse a further £197K (based on the national funding formula).

Student spending in local businesses. Assuming (conservatively) an average weekly spend of £40 in local businesses, the students contributed at least a further £440K directly to the local economy.

Employment of local people. During the year, St Clare's employed 203 people who mostly live within 15 miles of the City of Oxford, thus making a significant contribution to the local economy through a payroll of £6.1M.

Contracts for local suppliers. St Clare's provides or has provided work for many local businesses, spending £2.0M (£2.8M and £5.5M in each of the two previous years respectively) to local (Oxfordshire) suppliers. Eighteen businesses with OX postcodes (twenty-three in 2019/20) benefited from contracts with St Clare's which were worth more than £15K in 2020/21, and eight were worth more than £50K (ten in 2019/20).

International links. St Clare's has contributed to the public good in encouraging international links and fostering open-mindedness about the world. Our students come from over 50 countries world-wide. All IB students study at least one modern foreign language in addition to their own. We teach literature in 25 modern foreign languages and virtually all our languages teachers are native speakers. Non-British students gain a good insight into British society and institutions as well as working alongside people from other nations in events such as the Model United Nations. St Clare's current practice is closely aligned with its original mission. St Clare's has long-standing links with overseas schools and universities in Italy, the USA, China, Argentina, Uruguay, Kazakhstan and South Korea.



During 2020-21, St Clare's made a successful bid for a British Council grant to fund an English language teacher training project in Argentina under the Partnered Remote Language Improvement (PRELIM) project. The scheme was part of HMG's post-Brexit international development strategy and Argentina

is one of the countries which qualify for ODA (Official Development Assistance). The mission is to build confidence among developing country teachers as a springboard for future partnerships. We were one of 13 bidders nationally who were successful. More than 100 Argentinian teachers received our training in 2021.

Participants in our authorised online IB Institute teacher training workshops came from 26 different countries during 2020-21.

EMPLOYMENT AND STAFFING

St Clare's is a good place to work both because of the terms and conditions which it offers employees but also because of the positive workplace environment which the College promotes. HR practices are fair and thorough, all employees and candidates for employment being treated with equity, courtesy and consideration. Staff benefit from free lunch and other refreshments, good pension arrangements, life assurance and an Employee Assistance Programme (EAP) provided by Life and Progress which provides confidential care and support. A Staff Welfare and Recognition package was introduced in December 2017. This offers all staff long-service awards, periodic staff breakfasts, free yoga classes, mindfulness classes and discounted membership of Oxfordshire Health and Racquets Club via our partnership with Nuffield Health.

Staff turnover is low and, despite the expense of living in Oxford, excellent quality teachers and other staff have been recruited to replace those who leave.

Staff are provided with the professional training they require to do their jobs. Senior managers listen sympathetically to requests for career development opportunities. St Clare's staff have received pay increases of between 1.5% and 2.5% most years for the past ten years while many employees in the public and private sectors and teachers (in both state and independent schools) have either had their pay frozen or have only received minimal 1% increases. The salaries of the two lowest pay bands (Catering and Housekeeping) are regularly reviewed in the light of any changes made by the government to the National Minimum Wage in April each year.

